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ABSTRACT

This survey of 1,409 Arizona public high school graduates from the Class of 1992 sought to determine, 1 year after graduation, what proportion of graduates continue their education, become employed, enlist in the military, or choose other alterntives. Results indicated that 84 percent of the graduates enrolled in some form of postsecondary education. Eighty-seven percent of the postsecondary program participants chose Arizona schools, while 11 percent chose out-of-state schools. About half of the respondents had been gainfully employed more than 6 months since graduation, 31 percent had been employed less than 6 months, and 20 percent had not been employed. Students in high school vocational education programs were the most likely to have worked 12 months since graduation. Nine percent of the male graduates and less than 1 percent of female graduates were in military service. Approximately 4 percent had not enrolled in school, worked, or entered military service. Respondents were quite satisfied with their high school experience as preparation for the future. Findings are analyzed in terms of grade point average, ethnic group status, persistence in postsecondary education, problems in finding employment, and factors associated with highest levels of unemployment. Results are compared with results from previous years' surveys of the Classes of 1991 and 1989. Appendices provide supplemental information about the study. (JDD)

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GRADUATE ACTIVITY SURVEY

CLASS OF 1992

ONE YEAR AFTER GRADUATION

ARIZONA DEPARTMENT OF EDUCATION
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October 1993

HE 028 145

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I. INTRODUCTION

As part of the Goals for Educational Excellence legislation of 1990, the Arizona Department of Education (ADE) is required to conduct a follow-up study of the graduates of Arizona public schools. The Arizona Student Assessment Program uses high school graduate outcomes as one means of evaluating the success of educational reform efforts.

The survey methodology was first tested in a pilot study in 1991, which gathered basic information about graduates from the Class of 1989. In 1992 and this year (1993), students were surveyed one year after graduation to determine what proportions of Arizona high school graduates continued their education, were employed, enlisted in the military, or chose other alternatives.

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October 1993

II. EXECUTIVE SUMMARY

The Arizona Student Assessment Program uses high school graduate outcomes as one means of evaluating the success of Arizona's schools. The objective of this survey was to determine what proportion of Arizona high school graduates continue their education, become employed, enlist in the military, or choose other alternatives. Surveys were mailed to 5,501 randomly selected graduates of Arizona public schools. The survey responses represented 1,409 graduates from 58 high schools. Certain segments of the Class of 1992 -- females and graduates with a higher cumulative grade point average (GPA) -- were more likely to respond, affecting some of the conclusions that may be drawn from the survey.

Plans at Graduation - At graduation, 88% of the respondents planned to continue their education, 54% intended to be employed, 5% planned to enlist in military service, and 4% intended to become a homemaker or volunteer.

Enrollment in Postsecondary Education - Of these respondents, 84% enrolled in some form of postsecondary education after graduation. Students with lower GPAs at graduation were less likely to enroll in a postsecondary program than students with higher GPAs. Asian graduates were the most likely to enroll (89%) and American Indian graduates were the least likely to enroll (68%). If these respondents are typical of all Arizona high school graduates with similar GPAs, it could be estimated that 74% of our high school graduates enroll in some form of postsecondary education.

A large majority (87%) of the graduates who enrolled in a postsecondary program chose Arizona schools, 11% chose out-of-state schools, and 2% attended schools both in and out of Arizona. Students who enrolled in universities earned more college credits than those who attended community colleges or colleges. Approximately 13% of those who enrolled in a university, college, or community college did not earn any college credits. Those who graduated from high school with lower GPAs were much more likely to leave a postsecondary program before the year was over: 80% of those with GPAs below 1.75 left school; less than 2% of those with GPAs above 3.75 left school. A large majority (90%) of the students who enrolled in a postsecondary program intended to re-enroll in the fall (1993-94 school year).

Employment - About half of the respondents had been gainfully employed more than six months since graduation; 31% had been employed, but less than six months; and 20% had not been employed in the past year in either a full-time or part-time position. Only 5% had worked the entire year in a full-time position.

Students who were in a Vocational Educational program in high school were the most likely (43%) to have worked 12 months since graduation. Of those who enrolled in a postsecondary education program, 79% had also worked, but they were more likely to have worked in a part-time position than those who were not in school. Employment rates were lowest for American Indian graduates and highest for White and Hispanic graduates. At the time of the survey, 60% of the respondents were employed.

More than three-fourths of the unemployed graduates were seeking employment. Many were looking for full-time summer jobs. The graduates named lack of prior work experience, lack of jobs available, and no "good" jobs as the greatest problems to finding employment. The problems that were associated with highest levels of unemployment were child care, physical handicaps, wanting summer employment only, and lack of transportation.

Military Service - About half (57%) of those who intended at graduation to enlist full-time in military service actually enlisted. Nine percent of the male graduates and less than one percent of the female graduates were in military service. The proportion of White and Hispanic graduates who enlisted was higher than that of American Indian, Asian, or Black respondents.

Not Employed, Not Enrolled, and Not in Military Service - Approximately 4% of the survey respondents had not enrolled in school (or had enrolled and earned no credits), had not worked since graduation, and were not in military service. Most (64%) were seeking employment. Another 3% of the respondents were not fully occupied: they worked one to three months and, if enrolled, earned six or fewer college credits. Some of these graduates have chosen to travel or serve a mission for their church before they enroll in postsecondary classes or become employed. Others expressed a lack of self-motivation.

High School Preparation - These respondents were quite satisfied with their high school experience as preparation for the future: 86% rated their high school as "Very Good" or "Satisfactory" preparation. Students who attended out-of-state universities and colleges were the most likely to rate their high schools "Very Good"; students who attended community colleges and vocational programs were the most likely to rate their high schools "Poor." The comments from graduates who rated their high school program "Poor" indicated they were unprepared for the difficulty of college classes or they lacked life skills. Table 1 summarizes the status of the Class of 1992 survey respondents:

Table 1
Graduate Activities One Year After Graduation

Activity	Number	Percent
Enrolled in postsecondary education only	219	16%
Enrolled in postsecondary education and employed	810	57%
Enrolled in postsecondary education and military	2	--%*
Enrolled in postsecondary education, employed, and military	17	1%
Employed only	272	19%
Employed and military	27	2%
Military only	6	--%*
Not enrolled, employed, or in military	56	4%

* Less than one percent

Trends in Enrollment and Employment Since the Survey of the Class of 1991

The expectations at graduation of the Class of 1991 and Class of 1992 were very similar, but enrollment in a postsecondary education program increased from 82% of the Class of 1991 survey respondents to 84% of the Class of 1992 respondents. When survey responses were weighted according to the GPA distribution of a larger population of graduates, it appears that enrollment in a postsecondary program increased from 63% of the Class of 1991 to 74% of the Class of 1992. Enrollment levels were up for Hispanic and American Indian graduates.

The proportion of graduates who chose Arizona schools remained level at 87%, but there were more students enrolled in two postsecondary schools. There was a shift back from community colleges to in-state universities and colleges. Enrollment in a community college dropped from 50% of the 1991 graduates who enrolled in a postsecondary program to 46% of the 1992 graduates who continued their education. Enrollment at four-year universities and colleges in Arizona increased from 29% of the 1991 graduates who continued their education to 45% of the 1992 graduates.

More students discontinued their studies, however: 7% of the 1991 graduates who enrolled left before they completed the year; 10% of the 1992 graduates left school early.

Employment rates remained fairly steady, with a slight decline in full-time employment and in the proportion of students who went to school and were also employed. The proportion of students who were employed at the time of the survey was off slightly (from 63% of 1991 graduates to 60% of 1992 graduates). More of the unemployed were looking for work (78% in 1992, 66% in 1991). There were fewer complaints about job availability but more graduates said the jobs that were available weren't "good" jobs or anything related to their interests.

The proportion of respondents who were enlisted in military service and the proportion of inactive respondents (those who had not enrolled, been employed, or enlisted) remained about the same. The graduates' ratings of their high school experience as preparation for the future remained level, with 85% rating their preparation as "Satisfactory" or "Very Good."

III. ANALYSIS

A. Sample and Respondent Profile

Fifty-eight schools in 39 districts participated in the survey. The schools were selected by the ADE based on their number of graduates, location, and proportion of minority graduates. (See Appendix A, Methodology and Limitations.) The ADE mailed the survey form and a cover letter to 5,501 graduates from the Class of 1992. (See Appendix B.) Two hundred ninety-one surveys were returned by the postal service as undeliverable, and 1,409 graduates completed and returned their surveys to the ADE before July 20, 1993, a response rate of 27%. The respondents represent 4.5% of the 1992 graduates of Arizona public high schools. The response rates by school ranged from 10% to 44%, as shown in Appendix C.

The survey responses overrepresent female graduates: females comprised 51% of all Arizona public school graduates in 1992, but they comprise 60% of the respondents. Black and Hispanic graduates were underrepresented: 2% of the survey respondents were Black and 16% were Hispanic, compared to 4% and 21% of the 1992 graduates, respectively. The following table shows the proportion of ethnic and gender representation in the Class of 1992 graduates and the survey responses.

Table 2
Proportions of Graduates and Respondents by Ethnicity and Gender

Ethnicity and Gender	Proportion of Graduating Class	Proportion of Respondents
White Female	34%	41%
White Male	33%	28%
Black Female	2%	1%
Black Male	2%	1%
Hispanic Female	11%	9%
Hispanic Male	10%	6%
American Indian Female	3%	5%
American Indian Male	3%	3%
Asian Female	1%	2%
Asian Male	1%	1%
Ethnicity not shown	--	2%
Total Female	51%	60%
Total Male	49%	40%

For purposes of comparing the GPAs of respondents with a large class of graduates, Phoenix

Union High School District provided the distribution of GPAs for their graduating class of 1993. The distribution was similar to that of a random sample of 4,539 Arizona high school graduates in 1989. The following table shows the proportion of graduates and respondents by GPA.[1]

Table 3
Grade Point Averages of Graduates and Respondents

GPA	Actual GPA of Class of 1993 Graduates	Self-Reported GPA Class of 1992 Respondents
1.5	12%	1%
2.0	20%	7%
2.5	27%	11%
3.0	20%	35%
3.5	12%	24%
4.0	5%	20%
4.5	3%	2%

In a 1991 study of 1989 graduates, it was noted that graduates with higher GPAs were more likely to respond to the survey. The 1992 study of 1991 graduates also showed that only 18% of a sample of self-reported GPAs were found to be accurate when verified with the school; 56% overstated their actual GPA; and 26% understated their actual GPA. Therefore, it is likely that graduates with higher GPAs were overrepresented in this study, as they were in last year's survey, and that respondents were somewhat likely to overstate their actual GPA.

The following table shows the proportion of respondents indicating the highest level of their parents' education.

Table 4
Highest Level of Parents' Education

Less than high school education	8%
High school diploma	19%
Some college education	30%
Bachelor's degree	17%
Some graduate school	7%
Master's degree or higher	19%

[1] GPAs were clustered so that each GPA category included the range of GPAs which were within .25 points. GPAs from 0 through 1.74 = 1.5; 1.75 through 2.24 = 2.0; 2.25 through 2.74 = 2.5; 2.75 through 3.24 = 3.0; 3.25 through 3.74 = 3.5; 3.75 through 4.24 = 4.0; 4.25 or higher = 4.5.

More than half of the respondents (57%) indicated they had taken a General Diploma program in high school; 35% were in a College Preparatory program; 6% were in Vocational Education; and 2% were in Special Education programs. The level of parents' education was related to the type of high school program a student chose: the higher levels of parental education were associated with the students taking a College Preparatory program in high school. Only 15% of students whose parents had less than a high school diploma had taken a College Preparatory program during high school; 54% of those whose parents had a postgraduate degree had taken the same high school program.

Overall, 3% of the respondents were married. Female respondents were twice as likely (4%) as males (2%) to be married.

B. Plans at Graduation

At graduation, 88% of the respondents planned to continue their education (75% full-time, 13% part-time), 54% intended to be employed (17% full-time, 37% part-time), 5% planned to enlist in military service, and 4% planned to be a homemaker or volunteer.[2]

The graduates expressed their intent to continue their education or become employed as shown in the following table. Full-time is designated as FT; part-time is designated as PT.

Table 5
Plans at Graduation for Postsecondary Education and Employment

	Cases	Percent
Education FT, Employment no	555	39%
Education FT, Employment PT	414	29%
Education FT, Employment FT	89	6%
Education PT, Employment no	26	2%
Education PT, Employment PT	95	7%
Education PT, Employment FT	66	5%
Education no, Employment no	65	5%
Education no, Employment PT	13	1%
Education no, Employment FT	86	6%
Total	1,409	100%

The type of high school program in which the respondent was enrolled influenced the students' plans at graduation, as shown in the following table.

[2] Percentages total more than 100% because respondents could indicate more than one response.

Table 6
Plans to Enroll in Postsecondary Education by High School Program

	Full-Time	Part-time
College Preparatory	94%	3%
General Diploma	68%	17%
Vocational Education	44%	40%
Special Education	32%	24%

Asian (98%) and Black (96%) respondents were most likely to intend to continue their education; Hispanic (90%), White (87%), and American Indian (86%) respondents less frequently indicated an intent to continue their education.[3] Female respondents were more likely (93%) than male respondents (82%) to have plans for postsecondary education and they were more likely (78%) than males (71%) to intend to continue their education full-time.

The expectations to enroll in a postsecondary education program increased with higher GPAs. The lower the respondent's GPA, the more likely it was that he planned to enroll part-time rather than full-time in an educational program. The intent to enroll in an educational program was also related to the respondent's parents' level of education: expecting to enroll full-time increases and intent to enroll part-time decreases with an increase in the parents' level of education.

Table 7
Intent to Enroll Full-Time in Postsecondary Education by Parents' Education

Less than high school education	62%
High school diploma	65%
Some college	74%
Bachelor's degree	78%
Some graduate school	81%
Master's degree or higher	88%

Fifty-four percent of the respondents intended to be employed after high school graduation, 17% in a full-time position and 37% in a part-time position. Higher proportions of Hispanic (61%) graduates intended to work after graduation than White (56%), Black (54%), Asian (40%) or American Indian (39%) graduates. Females were more likely (58%) than males (49%) to intend to work.

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[3] Some ethnic minorities in the survey sample are underrepresented. The responses may not accurately reflect the intentions or actions of the whole population of those minorities.

Students with lower GPAs at graduation were more likely than those with higher GPAs to intend to work, particularly full-time, and students who took a College Preparatory program in high school were the least likely to intend to work immediately after graduation.

Table 8
Intent to be Employed after Graduation by Type of Program

	Full-Time	Part-time
College Preparatory	7%	35%
General Diploma	20%	38%
Vocational Education	45%	38%
Special Education	36%	32%

Only 5% of the respondents intended to serve in the military (2% of the female respondents and 9% of the male respondents). American Indian graduates were the most likely (10%) to plan to enlist; none of the Black respondents indicated an intent to enlist. Students with higher GPAs were less likely than those with lower GPAs to intend to enlist in military service. Eight percent of the respondents with GPAs lower than 2.25 intended to enlist, compared to 2% of the respondents with GPAs over 3.75.

C. Actual Enrollment in Postsecondary Education Programs

Of these respondents, 84% enrolled in some form of postsecondary education after high school. (See Appendix D for a list of schools attended.) Of those who said they intended to continue their education full-time, 96% actually enrolled in a program and 88% earned some college credit. About 71% of those who intended to attend school part-time actually enrolled and 52% earned some college credit. Additionally, 18% of the students who had not planned to continue their education eventually enrolled in a program and 12% earned college credit. Of those who intended to enroll full-time, 59% enrolled in a four-year university or college; 37% enrolled in a two-year college. Of those who intended to enroll part-time, 71% enrolled in two-year colleges and 17% enrolled in four-year universities or colleges.

The greatest discrepancy between actual enrollment and intent to enroll was within the American Indian population: 86% of the American Indian respondents intended to enroll, but only 68% actually did.

Married graduates were less likely (64%) than single graduates (84%) to enroll in a postsecondary education program. The proportions of students who enrolled are shown by ethnicity and gender in the following table.

Table 9
Enrollment in Postsecondary Education by Ethnicity and Gender

White Female	89%
White Male	78%
Black Female	89%
Black Male	75%
Hispanic Female	84%
Hispanic Male	90%
American Indian Female	68%
American Indian Male	69%
Asian Female	85%
Asian Male	94%
Total Female	86%
Total Male	80%
Total White	85%
Total Black	85%
Total Hispanic	86%
Total American Indian	68%
Total Asian	89%

Not surprisingly, students who took a College Preparatory program in high school were most likely to enroll (95%). Seventy-nine percent of the respondents in a General Diploma program, 67% of Vocational Education students, and 52% of Special Education students enrolled in some form of postsecondary educational program.

Graduates with higher GPAs at graduation were more likely to enroll in a postsecondary education program, as shown in the following table.

Table 10
Enrollment in Postsecondary Education by GPA at Graduation

1.5	45%
2.0	67%
2.5	73%
3.0	81%
3.5	91%
4.0	93%
4.5 and above	100%

Of those who enrolled in a postsecondary program, a large majority (87%) chose Arizona schools. Eleven percent of the graduates attended colleges and universities out of state and 2% attended schools both in and outside Arizona. The following table shows the choices of students

who enrolled in one or more postsecondary education programs.[4]

Table 11
Choice of Postsecondary Education Program

	Cases	Percent
Enrolled in a four-year university in Arizona	412	35%
Enrolled in a four-year college in Arizona	138	12%
Enrolled in a community college in Arizona	540	46%
Enrolled in a vocational training program in Arizona	57	5%
Enrolled in a four-year college or university outside Arizona	137	12%
Enrolled in a community college outside Arizona	9	1%
Enrolled in a vocational training program outside Arizona	16	1%

Almost half of the respondents (49%) who were enrolled in two programs were enrolled in a four-year university and a two-year college in state. Another 7% were enrolled in a four-year college and a two-year college in state.

The choice of a postsecondary program was closely related to high school GPA. The following table shows the proportion of the respondents who enrolled in different types of postsecondary education programs by GPA, where known.

Table 12
Choice of Postsecondary Education Programs by GPA

	AZ Univ.	AZ College	AZ Comm College	Not AZ 4 Yr.	Not AZ Comm Coll	Vocat'l.	Not Enrolled
1.5[5]	0%	0%	27%	0%	0%	18%	55%
2.0	7%	6%	46%	3%	0%	8%	33%
2.5	14%	8%	45%	3%	3%	9%	27%
3.0	21%	12%	46%	4%	1%	6%	19%
3.5	39%	12%	36%	10%	0%	4%	9%
4.0	52%	5%	25%	20%	0%	1%	7%
4.5	42%	3%	9%	58%	0%	0%	0%

Since the likelihood of enrolling in a postsecondary program increases with GPA and this survey was overrepresented by graduates with high GPAs, it would be erroneous to assume that 84%

[4] Percentages are based on the 1,180 respondents who enrolled in some form of post-secondary education. The percentages total more than 100% because respondents could have attended more than one type of school.

[5] Percentages are not significant because there were few responses at this GPA level.

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of all Arizona high school graduates enroll in postsecondary programs. A rough estimate of the proportion of all Arizona graduates who enroll in a postsecondary program is possible by weighting the survey responses according to their GPA.[6] That is, if the choices these respondents made are representative of the choices all graduates of that GPA level made, it might be assumed that the entire Class of 1992 graduates may have made the following choices: [7]

Table 13
Projected Choices of the Class of 1992

Enrolled in some form of postsecondary education	74%
Enrolled in Arizona universities	18%
Enrolled in Arizona colleges	8%
Enrolled in Arizona community colleges	40%
Enrolled in Arizona vocational programs	5%
Enrolled in out-of-state universities and colleges	6%
Enrolled in out-of-state community colleges	1%
Enrolled in out-of-state vocational programs	3%
Not enrolled in postsecondary education	26%

Students whose parents had higher levels of education were more likely to enroll in a postsecondary program, particularly in four-year universities and colleges.

Table 14
Enrollment in Postsecondary Education by Parents' Level of Education

Less than high school	73%
High school diploma	73%
Some college education	84%
College degree	87%
Some postgraduate education	91%
Postgraduate degree	93%

The following table shows the median number of college credits earned by type of postsecondary

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[6] Based on the distribution of GPAs for the 2,589 graduates of the Class of 1993 from Phoenix Union High School District.

[7] Percentages total more than 100% because some respondents attended more than one type of postsecondary program.

program.[8]

Table 15
Median College Credits Earned by Type of Postsecondary Program

Enrolled in a four-year university in Arizona	25 - 27
Enrolled in a four-year college in Arizona	13 - 15
Enrolled in a community college in Arizona	10 - 12
Enrolled in a four-year university or college outside Arizona	28 - 30
Enrolled in a community college outside Arizona	1 - 3

Of the 1,180 respondents who enrolled in a postsecondary program, 203 earned no credits, but 59 were in vocational programs, which typically do not issue college credits. The other 144, representing 13% of those enrolled in colleges and universities, did not report earning any college credits. Those who enrolled but did not earn any credits (or failed to report credits) were proportionately distributed across the different types of postsecondary programs, but they were not proportionately distributed across ethnic groups. American Indian students were most likely to have enrolled and not earned credits (18%). Thirteen percent of Hispanic students, 10% of Asian and White students, and 9% of Black students enrolled, but did not earn any credits. Students with lower GPAs were three times as likely as students with the highest GPAs to have enrolled and not earned any credits (18% and 6% respectively).

Besides those respondents who enrolled and did not earn any credits, another 5% (60 respondents) left school before the school year was over, but had earned some credit. In all, 113 students left school, 10% of those who enrolled. There was a direct relationship between the high school GPA and leaving school, as shown in the following table.

Table 16
Proportion of Enrolled Students Who Left School by High School GPA

1.5	80%
2.0	26%
2.5	14%
3.0	12%
3.5	7%
4.0	2%
4.5	0%

Students were most likely to leave an out-of-state vocational program (31%). Only 4% of

[8] Full-time enrollment is considered to be 12 credit hours or more per semester, at most colleges and universities. A student attending both semesters full-time would be expected to have earned approximately 24 credit hours. For this analysis, credit hours were categorized in groups of three credits, i.e. 0 credits, 1 - 3 credits, 4 - 6 credits, 7 - 9 credits, etc.

students who attended an out-of-state university and 5% of students who attended an Arizona university said they left before the year was over. Attrition rates were highest for Black students (19%); approximately equal for Hispanic (13%), American Indian (13%), and White students (9%); and lowest for Asian students (0%). The attrition rates for male and female students were the same.

Some of the respondents commented on the reasons they left.

> "I didn't realize it would be so difficult to work and go to school at the same time. I also don't have a car."
>
> "I want to continue my education but with the need of employment it is impossible to continue school."
>
> "I feel that (high school) did not prepare me enough for college."

A large majority (90%) of the students who enrolled in a postsecondary program after graduation intended to re-enroll in the fall (1993-94 school year), and about half (51%) of those who did not enroll last year intended to enroll this fall. Even 72% of those who enrolled and quit last year planned to enroll this fall. Those who attended in-state universities were most likely to intend to re-enroll in the fall (95%). Students attending universities out-of-state and students attending in-state community colleges or colleges were equally likely to re-enroll (about 90%). Students who enrolled in vocational programs were the least likely to intend to re-enroll, but they may have completed their programs, since many take one year or less to complete.

D. Employment

Respondents were asked how many months since graduation they had been employed in full-time or part-time paid positions. About half of the respondents (49%) had been gainfully employed more than six months; 31% had been employed, but less than six months; and 20% had not been employed since graduation in either a part-time or full-time position. More than two-thirds of the respondents (68%) had never worked in a full-time position, and only 5% had worked the entire year since graduation in a full-time position.

Students who were in a Vocational Education program in high school were the most likely (43%) to have worked the full year since graduation. Thirty-one percent of the College Preparatory graduates and 35% of the General Diploma graduates worked all 12 months since graduation. Special Education graduates typically worked all 12 months (40%) or not at all (36%).

Of those who had enrolled in a postsecondary program, 79% had also worked, but they were more likely to have worked in a part-time position than those who were not in school. The following table shows the proportion of respondents who had been employed by length of employment and enrollment status.

Table 17
Length of Employment by Postsecondary Education Program

	0 Mos.	1-6 Mos.	7-12 Mos.
Enrolled in Arizona universities	28%	38%	33%
Enrolled in Arizona colleges	28%	25%	47%
Enrolled in Arizona community colleges	12%	26%	62%
Enrolled in Arizona vocational programs	22%	30%	48%
Enrolled in out-of-state universities and colleges	23%	45%	32%
Enrolled in out-of-state community colleges	43%	29%	28%
Enrolled in out-of-state vocational programs	13%	50%	37%
Not enrolled in postsecondary	16%	26%	58%

There were no major discrepancies between the sexes in their length of employment. The months of employment varied by ethnic group, however. Forty-two percent of the American Indian graduates had not worked since graduation, compared to 17% of White graduates had not been gainfully employed. The following table shows employment by ethnic group.

Table 18
Length of Employment by Ethnicity

	0 Mos.	1-6 Mos.	7-12 Mos.
White	17%	30%	53%
Black	31%	31%	38%
Hispanic	18%	33%	49%
American Indian	42%	39%	19%
Asian	27%	33%	40%

The median length of employment was lowest for students with the highest and lowest GPAs, as shown in the following table.

Table 19
Median Length of Employment by GPA

1.5	3 months
2.0	8 months
2.5	7 months
3.0	7 months
3.5	7 months
4.0	4 months
4.5	3 months

Respondents were asked if their employment related to their future career. Only 23% of those who had worked responded "Yes." There was a relationship between length of employment and its being related to the student's future career: only 17% of those who had worked one to three months said their job was career-related, but 29% of those who had worked the full year since graduation were in a career-related position. There was no relationship to a student's high school GPA and working in a career-related job. Students from a Vocational Educational program were twice as likely (42%) to have worked in a career related position as students from a General Diploma program (21%).

At the time of the survey, 60% of the respondents were employed. Students from a Vocational Education program were somewhat more likely to be currently employed (69%) than students from a General Diploma program (63%), a College Preparatory program (53%) or a Special Education program (50%). Students who attended Arizona community colleges were more likely to be currently employed than students who enrolled in other postsecondary programs.

Respondents who were not currently employed were asked if they were seeking full-time or part-time employment. More than three-fourths (78%) of the unemployed were seeking employment. The current employment status of the respondents is shown in the following table.

Table 20
Current Employment Status of Respondents

	Cases	Percent
Employed	837	60% of respondents
Unemployed[9]	565	40% of respondents
Not seeking employment	124	22% of unemployed
Seeking FT employment, summer only	265	47% of unemployed
Seeking FT employment, permanent	56	10% of unemployed
Seeking PT employment	146	26% of unemployed

Students with higher GPAs were less likely to be currently employed than students with lower graduating GPAs. If the employment status of these respondents is typical of all Arizona graduates in the corresponding GPA level, it could be roughly estimated that 62% of all Arizona high school graduates are employed one year after graduation.

The graduates were asked, "What is/was the biggest problem you had in finding employment?" Twenty percent of the respondents did not answer the question (had not been employed) and 20% said they did not have any problems finding employment. "Lack of prior work experience" was mentioned most frequently. The following table lists the problems graduates faced in finding employment, in decreasing order of occurrence.

[9] Percentages for those who were seeking work total more than the unemployed because the respondents could indicate more than one status.

Table 21
Problems in Finding Employment

Problem	Number	% of Responses
No experience	196	21%
No jobs (not enough jobs)	163	17%
No jobs that interest me	106	11%
Scheduling around classes	77	8%
Low salary, not enough to live on	74	8%
Not qualified, need skills or education	66	7%
Small town, location, away from home	47	5%
Lack of transportation	35	4%
Summer jobs not available	25	3%
Finding time to work or look for a job	24	3%
Age - too young	24	3%
Getting hired after the interview	22	2%
Flexible hours	19	2%
Lack job-seeking skills	17	2%
Finding a full-time job, enough hours	9	1%
Getting motivated, knowing what I want	9	1%
Child care	8	1%
Discrimination (racism, long hair)	7	1%

Other probems mentioned infrequently were finding a part-time job, physical handicaps, language problems, and not having a telephone.

White students were more likely than other ethnic groups to report problems finding a job that interested them -- a "good" job -- and not being motivated to look for a job. Black students reported problems with discrimination and lack of job-seeking skills. Hispanic students had problems with transportation and child care. American Indian students frequently said there were no jobs available, and living in a small town and lack of transportation hindered them. Asian students said they didn't get hired after the interview and lacked job-seeking skills.

The reported problems were compared to current employment status to determine which were hindrances and which actually prevented students from becoming employed. Child care, a physical handicap, looking for a job for the summer only, and lack of transportation were related to higher unemployment levels (100%, 80%, 80%, and 67%, respectively). The complaints that posed the least problem to actually becoming employed were looking for full-time work, low pay, age, and scheduling flexible hours, with unemployment rates of 17%, 22%, 24%, and 29% respectively.

E. Military Service

Only half (57%) of those who intended to enlist full-time actually enlisted, and none of those who intended to enlist part-time did. Altogether, only 4% of the respondents were enlisted in military service, but that represented 9% of the male respondents and less than 1% of the female respondents. The proportion of White (3.9%) and Hispanic (4.1%) graduates who enlisted was higher than that of American Indian (2.6%), Asian (2.2%) or Black (0%) respondents.

Students who took a Vocational Education program in high school were slightly more likely to enlist than graduates from other programs. Graduates with GPAs of 2.74 or below were more likely to enlist than those with higher GPAs.

F. Graduates Who Had Not Enrolled, Were Unemployed, and Were Not in Military Service

There were 56 respondents who had not enrolled in school (or enrolled and did not report earning any credits), had not worked since graduation, and were not in military service. This represents about 4% of the sample. Most (64%) were seeking employment. Another 28 of the respondents had worked only one to three months since graduation and 79% of them were seeking employment. Ten others had been employed less than four months and earned fewer than seven college credits, none of them seeking employment.

In general, the graduates in this category had lower GPAs than the respondents who had been enrolled or employed. Since students with lower GPAs were less likely to respond to the survey, it is logical to assume that more than 4% of Arizona's Class of 1992 are students who have not been enrolled, employed, or enlisted, and more than 7% were minimally involved in educational or occupational activities.

Generalizations about graduates who seem to have been inactive or underemployed since graduation probably cannot accurately portray their success or failure to achieve their goals. Some graduates have chosen to travel or serve a church mission before they enter college. Others, however, are graduates who are inactive or underemployed but would like to be in school or working full-time. The question might be asked, "Did their school system fail to prepare them for their life goals?" The respondents offered a variety of viewpoints: [10]

> "I received nothing in terms of a good education ... I think the state requirements for graduation are a joke. They should push the student - not let him slide."
>
> "Although I feel high school prepared me somewhat for my future - I feel I was

[10] Respondent's comments were not corrected for misspelled words or grammatical errors.

not excelled to my full capacity of learning. However, I do not entirely blame the school. I had engough oppurtunities - I did not take full advantage of what was offered."

"Well I think [my] high school gave me a good chance to go ahead and study and try to do my best on my goals. I think I learnd very much and Im still going to study hard to make my future bright and smart."

G. High School as Preparation for the Future

Respondents were asked to rate their high school experience as preparation for the future. These respondents were quite satisfied with their preparation: 86% rated their high school experience as "Very Good" or "Satisfactory" preparation for the future. Thirty-one percent gave their high school the highest rating; 55% rated their high school "Satisfactory" and 14% gave their high school the lowest rating, "Poor". Students who attended out-of-state universities and colleges were the most likely to rate their schools "Very Good"; students who attended community colleges and vocational programs were the most likely to rate their schools "Poor." Ratings were also related to the number of college credits earned: only 23% of those who earned nine credits or less rated their school "Very Good," but 44% of those who earned more than 24 credits gave their schools the highest rating.

There was a relationship between the high school GPA and the respondent's rating of the high school, as shown below.

Table 22
Ratings of High School by GPA

	Very Good	Satisfactory	Poor
1.5	9%	36%	55%
2.0	16%	61%	22%
2.5	18%	63%	18%
3.0	28%	57%	15%
3.5	37%	53%	10%
4.0	44%	44%	12%
4.5	44%	50%	6%

Asian and American Indian graduates were the most likely to rate their high school preparation "Very Good" (44% and 37% respectively); Black graduates were the most likely to rate their schools "Poor" (27%). There was no relationship between school ratings and length of employment.

The comments from graduates who rated their high school program "Poor" indicated they were

unprepared for the difficulty of college classes or they lacked life skills. These are some of their comments:

> "I took Algebra 1-2 and 3-4 and Geometry and maintained A's and B's. Yet I still did not learn the math needed to test into a class that is worth a math credit in college."
>
> "They don't give you enough reading or homework to prepare you for the amount you recieve in college. High school does not also place enough responsibility on the student."
>
> "The 3 most important classes in high school that could prepare a person for the future, are not even required. They are: child development, career decisions, and driver's ed."
>
> "High school did not prepare me for the real world. It did not show me how to apply for a job, what to do in an interview, how to fill out my income taxes."
>
> "No independent skills such as comparisons, bargains, prices on certain things like food, clothes, car, rent, All in all my school did not teach you about real life situations."

High schools which received the best ratings were Flowing Wells and Red Mesa (54% rated "Very Good"), Barry Goldwater and Chandler (50%), Tuba City (48%), Amphitheater (46%), Westwood and Tolleson (45%). The table on the following page shows the proportion of respondents who rated their schools "Very Good" or "Poor." All other respondents rated their schools "Satisfactory."

Table 23
Ratings of High Schools as Preparation for the Future

	Very Good	Poor	Surveys		Very Good	Poor	Surveys
Agua Fria	29%	19%	21	Kofa	29%	24%	21
Alchesay	30%	20%	10	Lake Havasu	14%	17%	35
Amphitheater	46%	12%	33	Marcos de Niza	24%	15%	41
Apollo	38%	3%	32	Maryvale	18%	24%	17
Baboquivari	0%	0%	5	Mayer	0%	14%	7
B.Goldwater	50%	8%	24	McClintock	27%	17%	30
Bisbee	11%	28%	19	Mesa	23%	13%	30
Bradshaw Mtn.	26%	13%	23	Monument Valley	36%	3%	33
Buena	40%	18%	38	Moon Valley	36%	12%	33
Cactus	40%	8%	25	Nogales	43%	5%	21
Canyon Del Oro	35%	6%	35	Palo Verde	7%	33%	30
Casa Grande	10%	30%	20	Paradise Valley	19%	19%	37
Chandler	50%	9%	32	Parker	15%	20%	20
Chaparral	29%	21%	24	Patagonia	11%	33%	9
Cibola	30%	11%	27	Peoria	30%	13%	23
Coconino	31%	19%	16	Pima	20%	0%	10
Coronado	16%	28%	32	Pueblo	40%	10%	10
Cortez	24%	0%	21	Red Mesa	54%	0%	13
Deer Valley	19%	19%	33	Saguaro	36%	25%	29
Dobson	29%	9%	35	Santa Cruz	40%	10%	10
Duncan	17%	25%	12	Shadow Mountain	31%	21%	42
Flagstaff	25%	25%	24	South Mountain	44%	6%	18
Flowing Wells	54%	4%	28	Sunnyside	20%	28%	25
Gilbert	41%	7%	27	Tempe	28%	7%	29
Hayden	13%	0%	9	Tolleson	45%	7%	29
Holbrook	26%	19%	27	Trevor Browne	35%	29%	17
Horizon	44%	8%	39	Tuba City	48%	5%	21
Ironwood	37%	22%	27	Valley	0%	0%	4
Kingman	32%	11%	28	Westwood	45%	3%	32

H. Respondents' Comments

Some of the respondents took advantage of the opportunity to make additional comments on the survey form. Some of the typical comments are printed in Appendix E.

Positive comments regarding certain aspects of high school were offset by critical remarks. For example, 42 respondents said their high school classes did not prepare them for college, but 46 said they felt prepared. An equal number of students (21) commented positively and negatively on the teaching methods and materials used at their school. However, more students responded positively than negatively to the AP and honors classes (the level of difficulty and preparation for college classes).

"I think the AP program in my high school is a great opportunity. With a couple classes

in summer school and AP credit, I will be able to graduate in 3 years."

"I feel the AP & honors classes I took did an excellent job of preparing me for the future. The teachers of these AP classes treat their students with a completely different attitude of respect."

More respondents praised their high school teachers' attitudes and helpfulness (47) than criticized (38).

The students' major complaints pertained to counseling, classes that entailed little work, and the lack of financial aid for college. With regard to counseling, most students complained they received little information about careers and the classes they would need to prepare for certain careers.

"I am now on my third college major and not by my choice. You see, no counselor prepared me for a career acceptable for a person with color blindness."

"I also believe that the counseling staff was too small for a school of that size, and that in some classes they lacked the knowledge necessary to help their students apply to out-of-state universities and earn valuable scholarships. The importance of the PSAT ... was not emphasized nearly enough."

"I thought the high school councelors were awful in preparing for the future or even in helping with personal problems. I wish I would have been informed on how to get into college, the grades I need for college & financial aid when I was a freshmen."

Only two respondents felt the high school curriculum was difficult enough to prepare them for college. Thirty-seven made comments that referred to high school classes as "too easy".

"Some of the classes I took did prepare me for college (i.e. AP History, AP Math, and English). Yet, many of my classes were easy and did not teach any study skills."

"Now being at College I have realized how poorly I was educated in high school. ... I wrote a total of probably 3 essays my whole high school career. I also only read 1 book (novel). My testing skills are terrible & I also blame that on the forms of tests I was given."

"I never had to study in high school and earned A's. When I got into college, I was not prepared for the type of or the amount of work I had to do to pass a class."

Students were overwhelmed by the difficulty of obtaining financial aid for college. Only one student was pleased with his scholarship; 33 graduates met with disappointment.

"I cannot get any scholarships, because I am not a minority. These schools think my

parents can afford to pay for my school, but they can't. My parents have incurred herendous medical expenses ... and have filed for bankruptcy. It would be nice to see some money come my way for once. I work very hard, to see others get their college paid for, when they take it for granted."

"Although my parents were helpful they didn't feel responsible for my college education. No bank would give me a loan and I didn't qualify for federal aid or grants. Although I am financially independent from my parents, I don't feel I should have to wait for 2 tax years to go by before I can apply for a grant."

"I really wanted to go to a university but I was never really told anything about it at school or informed that it so expensive & hard to get financial aid if your middle class and white. Because of those reasons I have to attend a community college again in 1993-94."

I. Trends: Comparisons to the Classes of 1989 and 1991

Two previous studies surveyed graduates from the Class of 1989 (two years after graduation) and the Class of 1991 (one year after graduation) to determine their activities.

Enrollment in postsecondary education was up from 82% of the respondents from Class of 1991 to 84% of respondents from the Class of 1992. In the general population of Arizona high school graduates, it is estimated that enrollment in a postsecondary program increased from 63% of the 1991 graduates to 74% of the 1992 graduates.

The greatest increases in enrollment were in the Hispanic and American Indian populations, as shown in the table below.

Table 24
Enrollment in Postsecondary Education by Ethnicity

	Class of 1989		Class of 1991		Class of 1992	
Ethnic Group	Respondents	Enrolled	Respondents	Enrolled	Respondents	Enrolled
White	1,082	86%	982	84%	980	85%
Black	16	94%	18	89%	26	85%
Hispanic	201	81%	251	77%	220	86%
American Indian	38	87%	52	58%	116	68%
Asian	39	92%	31	97%	45	89%

Females were slightly more likely in 1992 (93%) than in 1991 (91%) or 1989 (87%) to intend to continue their education, but fewer actually enrolled (86% in 1992, 87% in 1991, and 89% in 1989).

The proportion of graduates who chose Arizona schools remained level (87%), but there were more students enrolled in two postsecondary programs, such as an in-state university or college and a community college. Last year's study showed a large increase in enrollment at community colleges (from 35% of the Class of 1989 to 50% of the Class of 1991), but this year there was a shift back to four-year universities and colleges for the Class of 1992 (46% enrolled in community colleges). There was an increase in enrollment at Arizona universities and colleges (from 29% for 1991 graduates to 45% for 1992 graduates). It appears that in 1991, many graduates enrolled in community colleges only; in 1992, graduates took classes at community colleges and in-state universities or colleges. Community colleges lost their share of students at all GPA levels above 2.25, and Arizona universities and colleges gained students on all but the lowest GPA level. There was another increase in the proportion of students with the highest GPAs attending out-of-state universities (from 48% in 1991 to 58% in 1992).

More students discontinued their postsecondary education than last year (10% of the 1992 graduates, 7% of the 1991 graduates), but a higher proportion of those who enrolled intended to re-enroll in the fall (90% of the 1992 graduates, 84% of the 1991 graduates).

Employment rates remained fairly steady, with a slight decline in full-time employment and in the proportion of students who were enrolled and had been employed (from 83% of the 1991 graduates to 79% of the 1992 graduates). The length of employment improved for Black and Hispanic graduates, but declined for American Indian graduates. The number of Black respondents has been small in all three surveys; those percentages are more subject to error.

The proportion of graduates who were currently employed was off slightly (from 63% of the 1991 graduates to 60% of the 1992 graduates). More of the unemployed were seeking work, continuing a trend. More than half of the unemployed 1989 graduates (58%) were not seeking work; about a third (34%) of the 1991 graduates were unemployed by choice; and only 22% of the unemployed 1992 graduates were not seeking employment.

The following table compares the current employment status by ethnicity.

Table 25
Employment Status by Ethnicity

Ethnic Group	Class of 1989[11]	Class of 1991	Class of 1992
Currently Employed			
White	77%	69%	64%
Black	69%	61%	39%
Hispanic	75%	52%	63%
American Indian	42%	27%	28%
Asian	54%	45%	56%
Unemployed, Seeking FT			
White	2%	14%	20%
Black	6%	22%	46%
Hispanic	8%	24%	24%
American Indian	18%	56%	41%
Asian	5%	23%	16%
Unemployed, Not Seeking Employment			
White	10%	12%	9%
Black	25%	11%	12%
Hispanic	7%	13%	5%
American Indian	13%	10%	16%
Asian	18%	23%	9%

There were fewer complaints this year about job availability, suggesting an improvement in the economic climate, but more graduates said the jobs available weren't "good" jobs, jobs that interested them or were related to their intended career. More graduates complained about low pay or inadequate benefits, also.

The proportion of respondents who were enlisted in military service and the proportion of inactive respondents (had not enrolled in school, were unemployed and were not in military service) remained about the same. The respondents' ratings of their high school experience as preparation for the future remained the same in both studies (approximately 85% "Satisfactory" or "Very Good").

[11] The survey of the Class of 1989 was conducted two years after graduation, so those graduates had a full year longer to find employment than the other two classes of graduates.

METHODOLOGY AND LIMITATIONS

A. Sampling Methodology

Sixty high schools were selected to participate in the survey, based on the following process:

- The number of schools selected fairly represent graduating classes of different sizes.
- No more than three schools from a district were selected.
- Schools with high minority or male populations were given preference in selection, attempting to offset the lower response rate of males and certain ethnic minorities.

Districts were selected to represent each county, roughly approximating the proportions surveyed to each county's proportion of graduates. The survey sample represented districts of the following size (number of completers):

Table 26
Sampling Data by Class Size

Number of Graduates:	< 50	50-99	100-199	200-299	300-399	400 +	Total
Number of schools	35	19	29	26	18	24	151
Class of 1992 graduates	949	1,426	4,155	6,415	6,380	12,189	31,514
% of all 1992 graduates	3%	5%	13%	20%	20%	39%	100%
To survey 5,500 graduates proportionately, select	165	275	715	1,100	1,100	2,145	5,500
Survey at each school selected	All	All	100	100	100	100	
Number of schools required	6	4	7	11	11	21	61
Number of schools selected and participated	6	4	6	10	11	15	58

The sample represented 17.5% of the Class of 1992 graduates and completers.

B. Instructions to Schools

The selected schools were asked to provide name and address labels for randomly picked graduates in the Class of 1992. Page 3 of this appendix is the memorandum mailed to schools. One school did not provide labels for the study and one school provided labels for the Class of 1993; those schools were eliminated from the study and an equivalent number of labels was provided by other participating districts.

C. Survey Methodology

A total of 5,501 graduates were mailed the survey form and a cover letter during April and May 1993. The post office returned 291 surveys as undeliverable. By July 21, 1993 completed responses had been received from 1,409 graduates, a response rate of 27%. Participating schools were given the option of personalizing the cover letter which accompanied the survey. The response rate was higher than the mean for five of the six schools which provided cover letters signed by a local official.[12]

Responses were entered into a dBase IV file and analyzed by SPSS/PC+, a computer program for statistical analysis. The respondents' comments printed in this report may have been abbreviated but were unedited for spelling, punctuation, or grammatical errors.

D. Limitations

Certain factors may have adversely affected the validity of the survey data.

- Although random sampling techniques were used in the selection of graduate names to be surveyed, it is possible that they were not representative of all graduates from Arizona public high schools in 1992.

- The responses overrepresented graduates with cumulative GPAs between 2.75 and 4.24, and underrepresented graduates with cumulative GPAs below 2.75.

- Black and Hispanic graduates were less likely to respond to the survey than White, American Indian, or Asian graduates.

- Male graduates were less likely to respond to the survey than female graduates.

- Frequently, the responses indicated that the respondent had misinterpreted the instructions or the question, or was uninformed. For example, the question "Are honors or Advanced Placement classes available at your school?" drew positive **and** negative responses for 52 of the 58 schools. Another question asked, "How many honors classes have you taken in each of the following areas ..." Many of the respondents used an X rather than indicating the number of classes taken, and other respondents appeared to have indicated **all** classes taken, not just honors classes. Another question asked the respondent to list all postsecondary schools attended. More than 100 respondents listed schools (in some cases three or four schools both locally and distant), but also indicated they had earned no credits and had not quit school. It appears they may have listed schools to which they had applied and were accepted, rather than attended.

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[12] Amphitheater, Canyon del Oro, Mesa, Tolleson, and Westwood High Schools had response rates greater than the mean (27%). Nogales High School also provided a cover letter, but the response rate was lower than the mean.

ARIZONA DEPARTMENT OF EDUCATION
1535 W. JEFFERSON ST.
PHOENIX, AZ 85007

CARYN R. SHOEMAKER
SCHOOL FINANCE UNIT
(602) 542-3652

MEMORANDUM

DATE: March 26, 1993
TO: High School Principal
COPY: District Superintendent
FROM: Caryn R. Shoemaker
SUBJECT: Class of 1992 Graduate Survey

As part of the Goals for Educational Excellence legislation, Arizona Department of Education has been mandated to study outcomes of public high school graduates. Last year's survey of the Class of 1991 determined that approximately 63% of the state's graduates continued their education, 50% of the class had been gainfully employed at least six months of the year since graduation, and 4% had entered military service. The final report was sent to you last October.

Last year, 47 districts (representing 91 high schools) were asked to participate in the survey. This year we will again survey about 15% of the Class of 1992. Sixty high schools have been selected to participate, based on their location, population, and size of the graduating class. Arizona Department of Education will conduct all phases of the study, including the mailing of the surveys; receiving, tallying, and analyzing the responses; and writing the report for the Legislature. However, we need your cooperation in the selection of graduates to be surveyed.

As soon as possible, but no later than April 16, 1993, please provide on adhesive labels, the names and last known addresses for 100 of the students who graduated from your high school a year ago, in the spring of 1992. The names should be randomly selected from a list of graduates. Do <u>not</u> attempt to select specific graduates on the basis of their achievement, ethnicity, gender, or any other criterion. If you cannot provide the names and addresses on adhesive mailing labels, please supply them on 8.5 x 11" paper, three columns wide.

The survey will be mailed with a cover letter to the graduates, emphasizing the need for their cooperation. If you believe the cover letter would be more effective if it were signed by you, the principal, or a well-known alumnus, please prepare a letter similar to the one enclosed, reproduce it on your letterhead, sign, and return it to me with the labels.

Thank you for your cooperation on this important study. I expect the final report will be finished by August or September. As always, we hope the information produced will be helpful to you in strategic planning for your schools, and an incentive to improve the quality of education in Arizona.

APPENDIX B

COVER LETTER AND SURVEY FORM

Arizona
Department of Education

C. DIANE BISHOP
Superintendent

April 26, 1993

Dear Class of 1992 Graduate:

The Arizona State Legislature has asked the Department of Education to survey the graduates of Arizona high schools to determine their activities after high school and how well they were prepared in high school for accomplishing their individual goals. Your name was selected in a random sampling of the 1992 public school graduates to help with this assessment.

As a recent graduate, you have invaluable insight and experiences that will provide important information to the Legislature and the general public. It doesn't matter whether you view your experiences in high school and the past year as positive or negative ... your opinions and activities are indicators of your high school's success in preparing its graduates for the future. Because the survey has been mailed only to selected members of the Class of 1992, **your** response is extremely important. The individual responses to the questions will be kept confidential and your final comments will be sent to the school only if you give permission.

The survey is easy to complete and a postage paid envelope has been provided for your convenience. Your response must be returned no later than May 31, 1993 to be included in the analysis. Please do not disregard this request. Your cooperation is critical. Thanks for your help and best wishes to you for a happy and successful future.

Sincerely,

Caryn R. Shoemaker

Caryn R. Shoemaker
Education Program Specialist
School Finance Unit

encl (2)

• 1535 West Jefferson, Phoenix, Arizona 85007 •
602-542-4361

CLASS OF 1992 - GRADUATE ACTIVITY SURVEY

PLEASE ANSWER EVERY QUESTION WITH ONE RESPONSE, UNLESS OTHERWISE INDICATED. EVERY ITEM IS IMPORTANT IN THE ANALYSIS OF YOUR RESPONSE.

1. **What type of program did you take in high school?**

General diploma	____	College preparatory	____
Vocational education	____	Special education	____

2. **Were honors or Advanced Placement classes available at your high school?**

Yes _____ (Continue.) No _____ (Skip to question 4.)

3. **How many honors classes did you take in high school?**

English	____	Science	____
Mathematics	____	Foreign Language	____
Govt./History	____	Other	____

4. **If you were in a vocational education program, for which occupation were you preparing?**

_____

5. **What was your Grade Point Avg. at graduation?** _____ (A = 4.0, B = 3.0, etc.)

6. **At graduation, what were your plans for the following year?** (Check all that apply.)

A.	Continue my education	Full-time	____	Part-time	____
B.	Be employed	Full-time	____	Part-time	____
C.	Serve in the military	Full-time	____	Part-time	____
D.	Be a homemaker/volunteer	Full-time	____	Part-time	____
E.	Other _____				

7. **Did you enroll in a college, university, or any other educational program after high school?**

Yes _____ (Continue.) No _____ (Skip to question 11.)

8. **Where did you enroll?** (Please name all schools attended.)

_____ City _____
_____ City _____
_____ City _____

PLEASE TURN THIS PAGE OVER AND CONTINUE.

9. **How many semester hours of college credit did you earn?** _____ **GPA** _____

10. **Did you leave school before the end of the school year (or program)?**

Yes _____ No _____

11. **Do you intend to enroll in classes for the 1993-94 school year?**

Yes _____ No _____

12. **Since graduation, how many months have you been employed in a paid position?**

Full-time for ____ months (Continue.)
Part-time for ____ months (Continue.)
Not employed ____ (Skip to question 15.)

13. **If you have been employed, does/did your job relate to your intended career?**

Yes _____ No _____

14. **Are you currently employed?**

Yes _____ (Skip to question 16.) No _____ (Continue.)

15. **If you are not currently employed in a paid position, which of the following statements describes your status ?** (Check all that apply.)

A. I am not seeking employment. _____
B. Seeking full-time paid employment (summer only) _____
C. Seeking full-time paid employment (permanent) _____
D. Seeking part-time paid employment _____

16. **What is/was the biggest problem you had in finding employment?** _____

_____

17. **Are you currently enlisted full-time in military service?** Yes _____ No _____

18. **How would you rate your high school classes in regard to preparing you for the future?**

A. Very Good _____
B. Satisfactory _____
C. Poor _____

PLEASE CONTINUE ON THE NEXT PAGE.

19. **Ethnicity:** White ___ Black ___ Hispanic ___ Amer. Indian ___ Asian ___

20. **Sex:** Female ____ Male ____

21. **Marital Status:** Single ____ Married ____

22. **Graduated from:** _____ High School

23. **Highest level of your parents' formal education:**

A.	Less than a high school education	___
B.	High school diploma	___
C.	Some college education (or two year degree)	___
D.	Bachelor's degree (four years college)	___
E.	Some graduate school (beyond college)	___
F.	Master's degree or higher	___

24. **Would you be willing to provide more information about your activities since high school? If so:**

Name _____

Phone or address _____

25. **Other comments:** (Continue on the back of this page if necessary.)

_____

_____

_____

_____

_____

_____

Do you want your school to be advised of these comments? Yes ____ No ____

Please return your survey before May 31, 1993 in the postage paid envelope to: School Finance Unit, Arizona Department of Education, 1535 W. Jefferson St., Phoenix, AZ 85007. If you have questions about the survey, contact Caryn Shoemaker, Arizona Department of Education, (602) 542-3652.

Thank you very much for your time and cooperation!

RESPONSE RATE FOR PARTICIPATING SCHOOLS

HIGH SCHOOL	DISTRICT	SURVEYS MAILED	RETD BY P.O.	% NOT DELIV.	SURVEYS DELIV.	SURVEYS RET'D.	RESPONSE RATE
AGUA FRIA	AGUA FRIA UNION HIGH	100	6	6%	94	21	22%
ALCHESAY	WHITERIVER UNIFIED	71	2	3%	69	10	14%
AMPHITHEATER	AMPHITHEATER UNIFIED	100	3	3%	97	33	34%
APOLLO	GLENDALE UNION HIGH	100	6	6%	94	32	34%
BABOQUIVARI	INDIAN OASIS UNIFIED	41	2	5%	39	5	13%
BARRY GOLDWATER	DEER VALLEY UNIFIED	100	6	6%	94	24	26%
BISBEE	BISBEE UNIFIED	88	10	11%	78	19	24%
BRADSHAW MOUNTAIN	HUMBOLDT UNIFIED	100	7	7%	93	23	25%
BUENA	SIERRA VISTA UNIFIED	164	14	9%	150	38	25%
CACTUS	PEORIA UNIFIED	100	4	4%	96	25	26%
CANYON DEL ORO	AMPHITHEATER UNIFIED	112	4	4%	108	35	32%
CASA GRANDE	CASA GRANDE UNION HS	100	3	3%	97	20	21%
CHANDLER	CHANDLER UNIFIED	93	2	2%	91	32	35%
CHAPARRAL	SCOTTSDALE UNIFIED	100	3	3%	97	24	25%
CIBOLA	YUMA UNION HIGH	100	2	2%	98	27	28%
COCONINO	FLAGSTAFF UNIFIED	100	10	10%	90	16	18%
CORONADO	SCOTTSDALE UNIFIED	100	7	7%	93	32	34%
CORTEZ	GLENDALE UNION HIGH	100	8	8%	92	21	23%
DEER VALLEY	DEER VALLEY UNIFIED	100	2	2%	98	33	34%
DOBSON	MESA UNIFIED	123	9	7%	114	35	31%
DUNCAN	DUNCAN UNIFIED	49	0	0%	49	12	24%
FLAGSTAFF	FLAGSTAFF UNIFIED	105	5	5%	100	24	24%
FLOWING WELLS	FLOWING WELLS UNIF	106	7	7%	99	28	28%
GILBERT	GILBERT UNIFIED	100	9	9%	91	27	30%
HAYDEN	HAYDEN-WINKLMN UNIF	35	0	0%	35	9	26%
HOLBROOK	HOLBROOK UNIFIED	100	3	3%	97	27	28%
HORIZON	PARADISE VALLEY UNIF	120	8	7%	112	39	35%
IRONWOOD	PEORIA UNIFIED	101	3	3%	98	27	28%
KINGMAN	MOHAVE UNION HIGH	100	10	10%	90	28	31%
KOFA	YUMA UNION HIGH	102	3	3%	99	21	21%
LAKE HAVASU	LAKE HAVASU UNIFIED	100	3	3%	97	35	36%
MARCOS DE NIZA	TEMPE UNION HIGH	100	6	6%	94	41	44%
MARYVALE	PHOENIX UNION HIGH	97	5	5%	92	17	18%
MAYER	MAYER UNIFIED	33	0	0%	33	7	21%
MCCLINTOCK	TEMPE UNION HIGH	100	6	6%	94	30	32%
MESA	MESA UNIFIED	100	6	6%	94	30	32%
MONUMENT VALLEY	KAYENTA UNIFIED	154	4	3%	150	33	22%
MOON VALLEY	GLENDALE UNION HIGH	100	5	5%	95	33	35%
NOGALES	NOGALES UNIFIED	99	5	5%	94	21	22%
PALO VERDE	TUCSON UNIFIED	100	8	8%	92	30	33%
PARADISE VALLEY	PARADISE VALLEY UNIF	120	5	4%	115	37	32%
PARKER	PARKER UNIFIED	121	8	7%	113	20	18%
PATAGONIA	PATAGONIA UNION HIGH	27	1	4%	26	9	35%
PEORIA	PEORIA UNIFIED	99	20	20%	79	23	29%
PIMA	PIMA UNIFIED	44	0	0%	44	10	23%
PUEBLO	TUCSON UNIFIED	100	4	4%	96	10	10%
RED MESA	RED MESA UNIFIED	65	2	3%	63	13	21%
SAGUARO	SCOTTSDALE UNIFIED	100	1	1%	99	29	29%
SANTA CRUZ VALLEY	S CRUZ VLY UNION HIGH	89	7	8%	82	10	12%
SHADOW MOUNTAIN	PARADISE VALLEY UNIF	120	8	7%	112	42	38%
SOUTH MOUNTAIN	PHOENIX UNION HIGH	101	3	3%	98	18	18%
SUNNYSIDE	SUNNYSIDE UNIFIED	100	0	0%	100	25	25%
TEMPE	TEMPE UNION HIGH	100	6	6%	94	29	31%
TOLLESON	TOLLESON UNION HIGH	100	4	4%	96	29	30%
TREVOR BROWNE	PHOENIX UNION HIGH	95	6	6%	89	17	19%
TUBA CITY	TUBA CITY UNIFIED	91	4	4%	87	21	24%
VALLEY	SANDERS UNIFIED	36	1	3%	35	4	11%
WESTWOOD	MESA UNIFIED	100	5	5%	95	32	34%
SCHOOL NAME NOT SHOWN						7	
STATE TOTAL		5,501	291	5%	5,210	1,409	27%

POSTSECONDARY SCHOOLS ATTENDED

NAME OF SCHOOL	Students Attended	Students Who Quit
Arizona State University	133	13
Arizona Western College	28	6
Central Arizona College	24	3
Cochise College	28	3
Coconino Community College	10	1
Devry Institute	3	3
Eastern Arizona College	16	1
Embry Riddle Aeronautical	1	0
Grand Canyon University	9	1
ITT Technical Institute	2	1
Lamson Junior College	2	1
Maricopa County Community Colleges	402	58
Mohave Community College	25	3
Northern Arizona University	122	10
Navajo Community College	8	0
Northland Pioneer College	9	2
Pima Community College	93	14
Southwestern Bible College	1	0
University of Arizona	163	17
Other vocational schools	58	3
Al Collins		
Allure Career College		
American Institute		
Apollo College		
Bryman School		
National Inst. Nail Technology		
PPEP Tech.		
Phoenix Institute		
Yavapai College	32	3
Out-of-state community college	9	3
Out-of-state university or college	136	8
Out-of-state vocational school	15	0

GRADUATES' COMMENTS
CLASS OF 1992

About half of the survey respondents offered comments, positive and negative, about their experiences in high school or in the year since graduation. The following table summarizes the total number of positive and negative expressions and the subject of their comments.

RESPONDENT'S COMMENTS	TOTAL NO. NEGATIVE COMMENTS	TOTAL NO. POSITIVE COMMENTS	NET SCORE
Teacher attitudes, helpfulness	38	47	9
Teaching methods	21	21	0
Counseling	39	3	-36
Administration	16	9	- 7
Campus Climate:			
Gangs, drugs, dropouts	9	0	- 9
School spirit, attendance, prejudice	16	4	-12
Self-esteem, morality	10	1	- 9
Education:			
General preparation for college	42	46	4
Curriculum difficulty	37	2	-35
AP/Honors difficulty, preparation	8	25	17
AP/Honors availability	14	2	-12
English	30	11	-19
Math	18	7	-11
Science	8	4	- 4
Other classes - art, language, history	22	6	-16
Vocational	4	7	3
Special education	4	0	- 4
Sex education	3	0	- 3
Need "real life preparation"	13	0	-13
Study habits	20	1	-19
Preparation for employment	21	6	-15
Preparation for other (unspecified) goals	12	20	8
Extra-curricular activities	6	11	5
College classes, life	5	4	- 1
Financial aid for college	33	1	-32

Some of the more specific comments are presented on the following pages. They have been extracted as written to preserve the student's expressions, spelling, punctuation, and grammar. Some comments have been abbreviated and many were not printed in order to avoid redundancy. School names and personal identification have been removed.

COMMENTS REGARDING HIGH SCHOOL AS PREPARATION FOR POSTSECONDARY EDUCATION:

Study Habits

High school could've prepared me more for college if there had been more homework, reading, etc... I got A's and B's in high school and I barely did any work.

Schools also need to encourage students to study independently and do work for their own good. So many of my classes now, attendance is not required, there's no homework, just midterms and finals classes. If you don't do the studying & homework and go to class because you want to, you won't succeed.

Not emphasis was placed on study skills Note taking in a lecture environment, not enough reading and writing skills were required in high school. Also could have used better communications (speech) presentation skills.

The high schools need to convert to more of a college atmosphere. The teachers need to stop babying their students: they say something in class once and if the student misses it -- tough, and the teachers also need to stop giving students extra time to turn in homework! High school student enter college as high school students. They are shocked that the professors just don't care.

Most of my classes demanded little preparation, lacked discipline and did not begin to prepare me for college (ex: I wrote one term paper per year).

I am disappointed in the lack of emphasis on preparing students for the real world (especially college). Self-discipline is critical in college. Most of my teachers in High School would be constantly nagging about assignments getting in. I had the worst time first semester, trying to be disciplined enough about when things were due because here you're told once and your on your own.

High School didn't teach me a thing about real life at college. It didn't teach me about being responsible for going to class. Never once in college did I have a teacher remind me I was missing assignments It is so easy to cheat through High School. I wish the would have emphasized better study habbits. Classes need to be more demanding. I wish I would have been taught or forced to take notes from what a teacher was saying. Very few times did I have a teacher write things out on a chalkboard. The only classes that helped me in college were those that were advanced placement.

Difficulty of High School Curriculum

Now being at College I have realized how poorly I was educated in high school. A few examples one for one I wrote a total of probably 3 essays my whole high school career. I also only read 1 book (novel). My testing skills are terrible & I also blame that on the forms of tests I was given.

More classes should be aimed toward people who want to go to college and succeed. I got ripped off in one of my classes. This class was made easier so that an average or below average student can pass. In this semester, I needed to know these material to suceed in the class. I have to struggle to get a B in the class.

High schools today put people through the classes that they need in order to get out of High School. That just isn't good enough today. We need to put kids through the classes that they need in order to get accepted into universities. Most High School students can care less about college prep courses, very few students are that dedicated. Now we face working for minimum wage or continuing a higher education that we either don't get accepted for or we are not prepared for it.

I do not believe [high school] prepared me for college. In high school, I made almost straight A's, but now it's

impossible to get B's in my classes. I think [high school]'s curriculum needs to be re-evaluated, as to help other students prepare for college.

Above all, I think the high schools need to prepare college bound students for the pace at which the college courses go (especially in math). They also need to be taught how to set themselves up with good study habits.

I had a 4.0 Senior year & now I have a 2.3 in college. [High school] was a very easy school, but I didn't learn much. High School should be more work & less play to get a person ready for the future.

Math Classes

Arizona High Schools should prepare students more for college math courses. Many students, here at NAU, have to take intermediate Algebra courses before they can take the college algebra course required for graduation.

I found that my math skills are very low and I wasn't ready for a pre-algebra class in college. That's pretty bad. I wish math would have been manditory all four years in high school instead of only two.

High school does not necessarily prepare you for moving on to college. I've had to take review Algebra classes for 2 semester's just to get to College Algebra. I'd like to see more high school student's be prepaired for college, instead of spending there freshman year re-learning high school classes.

Pre-algebra should not count towards graduation, in college, students will be expected to know alot more.

I attended [high school] for 3 years, were I took Algebra 1-2 and 3-4, and Geometry and maintained A's and B's. Yet I still did not learn the math needed to test into a class that is worth a math credit in college.

English Classes

I do not feel as though I was completely prepared for College. My English teachers did not assign enough writing and research assigments. I am finding those areas very tough now!

The English Department in my school was completely unsatisfactory in preparing me for my college career, even though I took honors classes and received A's in them, I feel they've done next to nothing in teaching me how to write, which is a vital skill, especially to survive in college.

None of the English classes at [high school] provide the students with enough knowledge of grammar. I came from another high school where students were taught an intensive semester of grammar each year. They then had a semester of writing. The teachers in [high school] focus on writing. If you don't have any knowledge of grammar you can't learn the proper way to write. [High school] does provide good math classes.

One thing I do wish is that the English department stressed grammar each year, and not only the Freshman English.

Senior English should prepare students for beginning English in college. Instead of Litacher they should concentrate more on reviewing for College English - structures of sentences and preparing for and the structure of a paragraph. I am taking English 93 and it is such a good review class.

I enrrolled in [high school] as a Sophmore not knowing English at all. Their ESL Program helped me considerably to work my way up into the AP/IR Programs.

I feel there could be an upgrading of English classes which are not honors. The Universities and high schools should work together at developing an efficient program to prepare students for college writing.

One problem I have seen in my high school education is lack of attention towards English skills. By this I mean paper writing skills, ie. Research papers, Grammar, sentence structure & punctuation were areas I found I was lacking skills in.

In the English courses more time should be spent on the grammar aspect as opposed to the literature. More college prep courses should be offered.

Science Classes

I would have liked to have had a better physics background. I took high school physics, but did not find that knowledge helpful in college physics. Also, the math program at my high school needs improvement. I do not feel as comfortable, with my background, in my college Calculus class as others did. I know my high school did their best, but I think my high school needs to have programs equivalent to the programs at other schools in order for their students to compete with other students with more extensive backgrounds.

I found the biology class I took to be very uninformative. The information I learned could not help me in my biology classes in college.

The Science courses that I took did not prepare me for Science in college. They should include a lot more lab work and discovery followed by in-depth discussion of the results.

Other Classes

I feel that the fine arts and foreign languages should have been stressed more. It is important to have an understanding of math and science, so that one may develop intellectually. But one must learn art, music, and other languages, so that one can develop culturally and individually.

I wish I could have learned more about the vocational program. I really like welding, drafting, air conditioning vocational programs. Now that I have attended college for one year I plan to major in industrial technology. I wish I had more help while in school preparing for my future.

Please stop cutting funds to the fine arts. They are an integral part of the school.

The one complaint I have about my H.S. Is that the art program was barely satisfactory. I was definately not prepared for my college art classes. My teacher never taught us new techniques, or vocabulary, or how to objectively critique work. We never even researched or learned about artists. She was more like a babysitter than a teacher. All other areas of my schooling was exceptional.

[High school] also did not offer 3rd or 4th year Spanish or a Calculus class. I am also disappointed that they do not have a swim team or a dance team.

The recomendation that a foriegn language be taken is good, but sign language should be offered as well.

It was a struggle to get any decent (painting) art education in high school. I had to seek out classes independent of school in order to make art.

During my sophmore year at high school titled "wilderness adventure." The class consisted of learning the fundamentals of backpacking rock climbing, back packing, rock climbing, and rappeling. There were approximately 10 field trips where the students went back packing in the Grand Canyon, cave exploring, and climbing in many areas in Arizona. I was very dissapointed when [high school] cancelled it.

I was very disappointed with the HERO program at my school. I would never reccomend it at [high school] unless

another teacher that is more competent is in charge.

Foreign language is not required for a long enough time. Everyone in Europe is required at least 3 languages - for many years. The other area is geography. American kids just don't have a grasp of basic facts. She was (is) amazed at the difference in the levels in these two subjects.

There should be more diverse classes availible regarding technology - we had a Vo-tech, but there were few areas covered. No computers were availible for drafting, save one decrepit machine. The 21st Century Tech class needs more focus and better leadership from the faculty.

My school needs to offer more electives, such as more than one foreign language.

Schools need to place more emphasis on mathematics. Also, sexual education is necessary in some form or another. More emphasis should be placed on history and government - only coaches teach these subjects and it is obvious that most of them were hired just for coaching, not teaching.

The classes were good at preparing us for college, career. But what I didn't really like was, some business courses such as, computers etc. Could not be taken maybe until your Junior or Senior year. Which, maybe if it wouldn't have been like that, I could have taken more business classes. Plus, our schedule always had to include a certain amount of electives. Which, I did not like, because some of the electives were not really necessary, like art. I think, it is more important for the student to choose what elective classes to take whether it is art, cooking, or computers. The elective requirements such as art, etc. may get in the way of some students from taking more important classes like, computers, general business, or Business law.

I think a computers class should be required in order to graduate.

I would suggest more writing-intensive courses, and at the very least for honors/AP students, one course a semester (with no more that about 15 students) with a class discussion emphasis.

Honors/AP Classes

One of the most clear signs to me that my education wasn't as good as it should have been was I passed through AP Senior English with an A and a B, but placed into English 100 in the English placement test. I do not feel students are getting the education they deserve today. I think this is because of budget cuts and teachers that just don't care anymore because they aren't be paid enough to care.

The accelerated (Honors) program at [high school] is excellent. Except for the sciences, it prepared me very well for college. AP science classes (which I did not take) would have, but students need to be prepared whether or not they take accelerated or AP classes. I noticed that the accelerated English programs is the same. I took 2 regular and 2 accelerated English classes. I was only satisfactorily prepared in this area. The MATH program however, was outstanding. Four out of my five H.S. math teachers were excellent.

I regret not having the opportunity to take Honors classes.

I feel that my high school provided me with a great education. However, I think that it could have prepared me more for college if they would have offered more "Advanced Placement" classess.

I passed and aced far too many advanced and AP classes with very little effort. Now that much more effort, especially time, is required of me, I haven't developed study habits that would keep my GPA where it was in H.S.

I feel like I am doing well in school because of my high school's teachers and programs. I took advanced classes all through high school and did not slack off my senior year. I think more difficult graduation requirements would force students to keep working hard therefore, due to the better schooling background, are more prepared for

college courses.

I wish that our school had had more AP classes rather than Honors classes because I would have recieved more credit and would have by-passed all the lower division basics classes.

Too many staff and faculty members assume students will stay in state for college. Students should be encouraged to explore out-of-state possibilities as well. More AP courses should be offered, the GPA auditing game (i.e. auditing non-weighted courses such as band and orchestra to keep them from bringing the cum. GPA down) should not be allowed, and better scheduling of honors courses should be worked out so that honors classes do not conflict with each other.

I would just like to praise the AP English/History classes. Without having recieved the strong English foundation that I did in high school I don't think I could have done as well in college. Every student needs strong communication skills to succeed in college. I feel so fortunate to have gained these skills through my classes. (I earned 4 units of English credit through the AP test.)☺

My high school did not, to my knowledge, have a program which gives students an opporiunity to earn AP college credits. I was disappointed when I got to college and most other students had earned as many as 30 credits in H.S.

I took 4 AP classes none of which gave me any credit at NAU.

I think the A.P. program in my high school is a great opportunity. With a couple classes in summer school and AP credit, I will be able to graduate in 3 years.

I feel that my high school, as well as all others, takes advantage of the best teachers. All of the good, enthusiastic teachers end up teaching the AP classes; with the motivated students. I believe they need to be teaching the less motivated students, who are kind of shoved aside. Therefore, any hope for these students to do better, is gone. They say that students are in AP classes because they're "smart." I think that the only reason that they are "smart" is because they are in the classes, and have the unfair advantage of better teaching. I really worry about the condition of education in AZ. Secondly, the counselors need to help us more in preparing for college.

Someone who puts out an effert, takes AP classes and wants to learn and achieve will. There's little you can do to those who do not. Taking AP classes and getting involved extracurricularly gave me an incredible jumping off place for college.

I think there should have been more AP/Honors classes available (regardless of how few students want to take them. (I was denied AP Physics because only 6 people were interested, it would have better prepared me for college)

I feel that there should be more college level work inside of the high school classrooms. Taking the AP classes at [high school] really prepare me for the work level in college.

I think that I was pretty prepared for college, but only because I took Advanced Placement Classes. I think that there needs to be more emphasis on the demands in college in all the regular classes.

The one class that did not prepare me for college was A.P. English. I was not prepared for writing in English 101 and other classes in college. I obtained a C in English 101 because I was programmed to write for the A.P. test. I would have been better prepared taking another class.

I feel that all state education facilities should be provided with the means for honors classes.

I have found that my college courses have been as easy, if not easier, than most of my high school classes. The Honors program at my high school definately prepared me for college and there was much more contact with the students, which I tend to miss.

Extra-curricular Activities

Although the classes I took in high school didn't really prepare me for my future, my interaction with the school faculty and staff helped me to be open-minded & view a different perspective. I was in coop office education and became close with the faculty and staff. I am not so quick to judge now and I have a certain respect for those who have authority above me.

I enjoyed High School mostly through the activities, sports, student government. Though I could not say I excelled in grades, I learned alot about how to communicate with people. During my time in basic training in the Airforce I had to learn to apply what study skills I did have. I was surprised to know there really was some scholastic abilities hidden in my head. I also learned the social skills aquired from sports and government clubs have also carried me a long way.

The most valuable class I took was Academic Decathalon, a program that definitely deserves to be encouraged and funded. It teaches critical thinking skills and encourages academic involvement at all levels. Through ACADEC I learned the study skills that have helped me in university and the ability to think, not memorize, that is essential in later life. I also managed to earn AP credit for microeconomics, a course [high school] does not offer, because of what I learned in Academic Decathalon. Academic Decathalon and other AP and IB classes are the courses which are most useful and most essential to students going on to college or even to jobs which require a lot of critical thinking, and they should definitely be continued, or even expanded to allow greater participation.

Here at the University of Arizona I am involved in a very difficult program including research. When I first came to the UA I had never heard of the "Academic Decathalon" which is so popular among other schools. My question is, why we didn't we have Academic Decathalon at our school? Also, I wish that I would have been pushed more towards internships and other research opportunities I have just recently learned about.

Other

[High school] did not prepare us for the impersonal atmosphere of the university or community colleges. Making the students more aware of this would make it easier. The transition from high school is difficult enough -having to face a impersonal atmosphere where you're suddenly just a name makes it more difficult.

I didn't realize it would be so difficult to work and go to school at the same time. That is one of the reasons I didn't finish my second semester, (I also don't have a car). However, I am going back because I enjoyed going to college. I am worried, however, that I may not be fully prepared to transfer to a major university.

For some people entering college right after high school is good, but I felt as if I needed a break before college. I feel that a short break gives me time to think about how much college is important to me, so I can concentrate on my goals. A lot of people enter right after high school & get burnt out on school & quit.

My biggest regert was not continuing my education right out of High school, and I encourage students of the future not to do this. It doesn't pay to sit around for a year or two.

Taking few credits my 1st semester was a good idea because it allowed for adjustment time. High school teachers continuously told us that college professors taught in huge lecture halls, didn't know us, and didn't care about us. True, the halls are big and the professors don't know us individually, but I have found most to be very open and helpful. They are genuinely pleased if students come for help during their office hours or by appointment. They don't make exceptions as easily as high school teachers do, though. Getting involved takes effort - especially for off-campus students. Honors classes are more challenging, but they are also smaller and more personal. Living in a dorm is a great experience.

There is not a program to meet my needs as a special ed. person. Desperate to find right program. Wish to

BEST COPY AVAILABLE

continue education. D. D. has not helped!

[High school] is the only school on the Navajo Reservation that has a college preparatory program and that was a great advantage because I believe it has helped me alot with the success of my first year in college.

Not enough emphasis was placed on future/career/education goals. Most of my friends, myself included, entered college with really no ideas as far as career plans or which classes to take to help prepare us for the future.

I'm a little sorry I didn't get involved in getting college credit through various programs involved with the U of A.

COMMENTS REGARDING FINANCIAL AID FOR POSTSECONDARY EDUCATION:

I really wanted to go to a university but I was never really told anything about it at school or informed that it so expensive & hard to get financial aid if your middle class and white. Because of those reasons I have to attend a community college again in 1993-94.

The reason I have a full-time job is because I need to pay for my school. I'd like to go to Yavapai or NAU but my parents don't have the money. So I applied for financial aide and they said my parents make to much! I know my parents can't afford it!

Very few scholarships for intelligent, white males doing the right things - felt reverse discrimination - ASU did not even contact me - poor recruiting, private schools much better.

I received a scholarship at CAC but it was only a partial scholarship and my family couldn't afford me to go college and my transcripts were held back due to a mistake at school so it was too late by the time I received them so now I'm currently enlisted to go into the Army.

Graduating high in the class I was planning to go to NAU. Registered – even had a room on campus. Applyied for assistance to help pay costs and was turned down (even thou my mother's sole income was less than 20,000 a year supporting 4 people. I knew I would have trouble earning enough money to go full time and live on campus, so I joined the Marines instead. School gave me no indication as to what real life is. I feel I did well in high school because I was quiet, did not fit in and wasn't a partier on troublemaker.

I cannot get any scholarships, because I am not a minority. These schools think my parents can afford to pay for my school, but they can't. My parents have incurred herendous medical expenses over the past 8 years, and have filed for bankruptcy. It would be nice to see some money come my way for once. I work very hard, to see others get their college paid for, when they take it for granted.

I was unfortunate enough not to be able to go back to school. I have tried and tried but it seems like you have to be broke to get the govt. to give you a loan. I have some money to be proud of and the govt. turned my loan application down. So students need to get involved in everything possible in school so they can get scholarships. Get a scholarship, go to college, and get a career so you won't have to seach for a good job like I did.

It disapoints me very much that I did not recieve a scholarship to go on to college. I was great at golf and still am, but I must start from the beginning all over when I was already there. I only had one goal in life, that was to play golf for a college somewhere so that I could be able to continue my studies.

Preparation in high school to look for scholarships was very poor. Students are left to fend for selves and/or only minority related scholarships were usually reported.

Financial Aide is almost impossible to get unless your "dirt poor".

I received no help in finding a scholarship. The schools councilors we're too busy. In fact, when I graduated 2 scholarships we given. The rest of them were not advertised; or given help through the schools.

I think that more attention should be given to helping students find financial aid for college. Finding community scholarships for the first year of school was easy, but where does the average white student, who makes to much money for grants, and not enough to continue school, go for help.

I was living on my own and tried to get a grant. They needed information from my parents taxes from 2 years ago. Because they claimed me - I didn't qualify, even though I was on my own working for $5 an hour and wanted college education but couldn't afford it.

All I can say is that I chose to find a job instead of going to school was because I knew it's a struggle, my parents are $15,000 in debt for oldest brother's higher education. There's was no money available for me to continue and I did not want to swamp my parents with any more financial problems. There's no money available from any other financial source for someone with real low grade point average. What lots of financial Institute don't know is that some of us low grade point average kids do have desires to continue our Education but we get no support at all because we're consider stupid or dumb students. Yeah doing hard day job in a grocery store is a struggle too, but at least I'm paying my debt, yeah I know I'm losing out on an education but I still have hope that one day I'll be able to go back to school.

I decide to go NAU. I had the GPA to get a very good scholarship, but my ACT scores kept me from getting a full paying scholarship. Since I was getting $500 for tuition and could not get grants, I had to pay for the rest by myself. Therefore, I had to come home this semester and go to GCC. I really liked NAU and hope to go back soon. I just wish the scholarship didn't weigh so heavily on the ACT. I can't complain, but think I deserved more scholarships since I worked so hard to make the grades in High School.

I think you guys should contact the people who give out scholarships and have them think twice about giving all of them to one person. In my class students who got all the scholarships didn't even use them. And us who want to continue our education have financial problems and can't continue with our education. While that money is lost or being misused. In the high school I graduated from my counselor wasn't help at all he just helped out the smart people and we were ignored and left on our own but know the people we were ignored are doing great in college and the so called "smart people" aren't even in college.

I wasn't aware at all about the different scholarships that were available to apply for until the beginning of my Senior year! I think the school should let students just entering into high school, be aware and know all the programs and scholarships that are available to them that could help towards furthering their education.

Although my parents were helpful they didn't feel responsible for my college education. No bank would give me a loan and I didn't qualify for federal aid or grants. Although I am financially independent from my parents I don't feel I should have to wait for 2 tax years to go by before I can apply for a grant. It is also very hard to work full time and go to school part-time. Not enough time, Not enough funds.

COMMENTS REGARDING HIGH SCHOOL AS PREPARATION FOR EMPLOYMENT:

COE & DECA were great organizations at my school that helped individuals acquire a job and experience. I hope both activities continue to help other.

The biggest problem to find employment during the summer was that there was not enough jobs in our area to work. Cannot afford transportation, so it was hard to find a good job or any job. The Job Training Partnership Act helped me find a job but it was not a job to give me the skills I needed for my career. But, it was a job for the summer.

I was seeking employment in the child care field but was having a hard time because I didn't have the 6 months

experience they ask for. I had planned ahead and took child development & preschool my senior year. Thinking that they would help me in getting a job in a day care center but it didn't seem to do me much good. I settled for other jobs up until two months ago when I FINALLY got a full-time job at Sunrise Preschool. I don't know how much bearing those classes had to do with my being hired but now I don't feel that I wasted my time taking them.

Although my high school had classes to prepare students for employment immediately after high school, I think the administration needs to make more of an effort to encourage students to take these courses. Many students who plan to attend college take only academic classes, so when they graduate from high school, they have trouble finding jobs while attending college. I believe if someone had suggested to me during high school that I take typing or a computer class, such as Wordperfect, I could have found a better job after high school.

The Cooperative Office Education Class at [high school] was the best thing that ever happened to me. It offered me more education & experience than any other class I've ever taken; it also taught me about the importance of teamwork. It offered me my 1st "real" job & introduced me to the work force in a very "non-stressing" way.

There's nothing out their [jobs] for a person who is just slow & low comprehension - not retarded. She is on SSI because she hasnt any training for a job - she can't even count out money on a register. Whats left -there's nothing out there for learning Disabled unless your severly handicapped or retarded.

Better vocational and trade classes need to be provided for men and women. Some are not able to attend college and therefore need this education in high school.

My son graduates this year 1993 from 5 yr. program - He has not been prepared for any job placement - he is in no better position now then he was when enrolled - the school has not fulfilled any of my expectations. I'm very dissatisfied & angry.

I feel many jobs in today's society, are hard to get into, many places expect experience or no job at all, I feel its unfair for us recent graduates to get out into the real world and want to work but no one will take us in. They don't seem to have the patience to take time out & train us. And they may never know we might end up doing the job even better than someone who may have experience.

If my parents hadn't insisted I go to Vo Tech, I'd be unemployed and have no skills. I had to push to even get myself into a Vo Tech program - the school wasn't much help. Thanks to my parents I have a job and can support myself living out in my own.

I feel that if High School had prepared me for filling out a job apuctation or being interviewed I might have done better. But my mother taugth me.

My child development class helped me to get a job at a pre-school, which I love. Its difficult going to school and working, yet it makes me feel independent.

I feel that high school prepared me for college, but not for finding a decent paying job.

I think more business type skills should be stressed in High School. Like computers and that. Those are the jobs that are most available for good money and a chance to advance. But you can't get in if you don't have the skills.

I think vocational Ag is the best program a person can take in school, You don't have to worry about getting a job. You are prepared for full time employment Would like to see Foreign Language encouraged in Ag. because I work with alot of Spanish speaking people Also for overseas Employment.

The class that prepared me the best was my marketing education class. The experience I gained working with the public and organizing events has helped me to be an outgoing, and helpfull employee. It also inspired me to work towards my goals which include studying marketing and business management. Thank you.

COMMENTS REGARDING HIGH SCHOOL AS PREPARATION FOR OTHER GOALS:

I feel that the school should have a mandatory class teaching specific details on filing tax returns, etc. It's something we all have to do, why not show us how?

Another idea that might be helpful for many would be to require a class about life and being on your own. So many students move away, but aren't nearly prepared enough for living away from home. The class should cover topics like school, work schedule, money management, economical living, safety, rooming, etc.

I feel that high schools need to focus on things that are going to help us for the future. Schools need help students get motiviated about school. I think there should be some sort of classes that will help a student find something that they are good at. Schools should make a mandatory personal development class. Most people I know feel lost about what direction they want to go.

[High school] did a very poor job in preparing me for the real world, No independent skills such as comparisons, bargains, prices on certain things like, food, clothes, car, rent, All in all my school did not and does not teach you about real life situations. All schools should have programs to teach kids about real life situations Kids should know how to compare prices, weigh out the pros & cons when buying or looking at certain products, whats the best buy, whats better and whats not.

The 3 most important classes in high school that could prepare a person for the future, are not even required. They are: child developement, career decisions, and driver's ed.

Educators should put more emphasis on developing self-esteem in students. They need to help adolescents find their goals, so they have something to persue after graduation. Everyone should feel they have a place in our society. Aids/sex education should be manditory.

I feel that I got a good education, but I feel that [high school] didn't really focus on the people who were not career seeking people.

I believe that the only concerns are given to those who will go on scholarships and those who are honor roll students. The high school is great on preparing these students, but I think not on the lower part of the class.

The Teachers did not help me get prepared for after graduation. They need classes for special ed kids that will send them in the right direction for their career goals.

COMMENTS REGARDING OTHER SPECIFIC CONDITIONS IN THE HIGH SCHOOL:

Campus Safety/Discipline Issues

[High school] was an excellent school in 1989, my freshmen year. But as soon as [high school] was made open enrolment, the gang problems came. Now I drive by what was once a family-like school to see it looking like a prison! My first two years, every one knew everyone and got alone. But now it's got to the point that they only alow certain people to leave at lunch.

Another change would be definately the dicipline rules. The head haunch shouldn't be calling on students from their classrooms. The students receive a detention for disrupting class. I don't feel the principal should be able to pull students from their studies. The principle focuses too much on scolding the students.

School should also be a safe place to go. My school had a bad drug problem and some people carried weapons. I think that all schools should switch to uniforms consisting of sweats, t-shirts & shorts, in predermined colors.

I am displeased with the new prison-style look and security measures. My younger brother attends there and attests to me that the quality of education there has gone down compared to last year due to these changes. They should also allow teachers to discipline the students so things don't get out of control.

At [high school], there are bars (gates i.e. fences) everywhere. Makes schools seem like prisons. Need to get rid of crime & drugs in schools!

Allot of time in class was spent trying to get the students to just behaive. By the time that was accomplished there was only about half of the class left to give the lesson. Also, there are too many assemblies and other activities that subtract from class time

What needs to been done is get the so call gangs and the kids that dont wont to learn out of school and into the Army inculing drops and let those that wont in education fullfill their dreams.

I wish the school would have been able to offer more extracurricular activities and harsher consequences for drug & alcohol use by athletes during the seasons.

Attendance Policies

The emphasis that [high school] places on attendance/tardy policies and the punishment that results when students violate these policies leads to the student forming a bad attitude toward school; At least that's what happened in my case. The constant checking, snooping, and prodding by school security and faculty made me feel as though I was in a prison instead of a school.

I feel it should be more priority to keeping students in school & not suspending them so they lose school time. They should make them stay on campus, doing classwork for suspension.

I think the problem is that the school is too worried about the drop-out rate. I think they need to focus on the students who really do want an education instead of making it easier for the students who don't care. (<- who eventually end up dropping out anyway.)

When a school cares more about a absent policy over a students perormance level it sets the students up for a bad high school experience & low self-esteem. I would like to see a better structured system of classes that really teach rather than worry & mess with mindless word search, finds or puzzles. So much of my home & class work had nothing to do with my life after graduation.

Prejudice/Self-Esteem Issues

Predjudice and racism was rampant at my High School - even though my Principal and Superintendant were very helpful they were not able to stop the staff from intimidating students or protect us from racist remarks or actions that damaged our self-esteem.

I think education should be tought more to help people in the present & in the future. They need to provide more classes for special education students enstead of making them feel stupid. I've been hoping they would do something about the education in High Schools. They make it to easy to graduate!

One of the ways [high school] made my education complete was the large amount of minorities and people from different economic backgrounds attending there. The school administration had a policy for tolerance of difference - different ways of thought, different styles of dress, different activities. Students were encouraged to express themselves in the ways they needed to. I appreciate greatly the principle's open mindedness and understanding of those that worked with him.

I was not prepared for college especially since honors classes were getting some awful teachers, horrid textbooks, and out-of-date material. They need school spirit, but to get that you need something you could be proud of! School Spirit, humm, well fix-up the place, make the teachers happy to work there, offer other classes (for fun), get rid of detention and suspension policies & replace 'em w/ detention where the kids have to clean up or write an essay on the meaning of life - something, anything, to encourage the kids to learn.

[High school] hardly worked with the Native American students they were pushed away from situation of advancing in any way. If they did the had to walk dress and act different from other Native Americans or would have to sell out.

Faculty played favorites, alot of politics, people paid more attention to gossip than giving a student a good education. They would rather suspend a student than try to help them.

I was fortunate to have excellent teachers who laid a basis for my college education, but the administration held them back on a lot of different issues that needed to be addressed. The school paper was ruled by [teacher] -> edited constantly so that our school would be known as this Utopia of High Schools when it had real issues to address - such as racism, gangs, drugs, and an increasing dropout rate. Before graduating I encountered some racial issues on our campus. The administration felt or seemed concerned about it, but as we graduated nothing was done and nothing will be done. It makes me sad.

Although [high school] has a significant percentage of hispanic and black students, I only encountered one black student, who was a transfer student and whom I did not see after my freshman year, in all of my honor classes. This severe misrepresentation should be attempted to be connected. [High school] seems to have forgotten the role of education. Instead, the school focus too much on sports and other non-academic activities. Moreover, a significant percentage of students are dishonest; nevertheless, this problem is sometimes encouraged by certain parents as the rewards out weigh the means of achieving the goals.

COMMENTS REGARDING TEACHERS' ATTITUDES AND METHODS:

High School was a waste. Teachers who were uninspired & uninspiring. (Lazy even) At least now I am going beyond 4th grade.

My high school was good, but not prepatory. It gave me a very basic education, but allowed myself as well as hundreds of other students to just slip by with minimal effort. With a few exceptions the teachers are of poor quality - do not want to teach, do not relate to students and do not make school learning fun or enjoyable. Very dissappointed with the information that was taught to me - much of it very useless in my college endeavor. And I was not taught proper or beneficial study helps or habits that would've helped me then (in high school) or now in college. If teachers are excited about life and what they are teaching they will catch the students' interest and much learning (not just going through the system as another student) will occur.

The high school classes and teachers that I had were very good and they prepared me for the education that I took for granted. My failure in my first semester in college was due to my own individual stubborness. If there was anything that I personally would change about the school system it would be the fact that there are no classes provided for self-improvement or moral dilemma's. My best teachers were those that riased the questions of morality and made me answer them, and if I could not find an answer I would take it home and talk about them with my parents.

College was a new and exciting experience and although I did not choose to attend a university I find it to be fulfilling and rewarding. The greatest part of highschool, in terms of preparing me for college, was my College Prep English class. I had a wonderful teacher who I still hold a great deal of respect for. He was interested in each one of his students and did an exceptional job of preparing us for our future. He took the name of the class to heart and made it his job to see that we were prepared. He informed us of simple but important things that, we as college

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freshmen, should know. Things that were never explained to us by others. He explained the system of credit hours, and a list of items no student should be without. he even taught us how to act in an interview.

Certain teachers were kept on staff because of seniority, that cheated me of a good education. Teachers should be kept because they are good EDUCATORS. Thank you for listening to students' opinions!

Teacher's need to be evaluated more deeply. The attitude's of the teachers effects the learing attitude of the student! Too, many bad teacher's. You need to weed out the bad.

To many of the teachers at [high school] don't give one to one discussions over grades. The minority students are look away from by some teachers.

I was in Special Ed and I wish some of the Teachers were more willing to help the students. Some did care but others didn't.

I feel that one of the problems in the school systems is the teachers inability to be flexable in their teaching methods. I personally feel that there is not enough one on one student teacher contact.

The teachers should be screened to see if there really teaching. I can name a few that I honestly think should not be teaching.

Teachers were concern about me not just in school but out of school. [High school] also has great magnet programs to offer there students.

The history department was a joke. There was no motivation, just easy busywork. In General, the entire faculty catered to the problem students, the core students and the poor students. If you did OK - meaning doing the least amount possible - you were forgotten about and were passed. I can only think of two teachers who really prepared me for college. I had [teacher] sophmore year and never learned or wanted to learn as much as I did with him. He pushed you harder, he pushed you father. He didn't say "OK, this student can read & write, Let's ignore him and focus on the student who doesn't care." I have completed my college requirements for English and did so with confidence because of the many essays we did that the district and state did not require. The other teacher was [teacher] - He taught us to think freely, honestly with out prejustice. He made us wont to think more of ourselves & for ourselves. I think that the state requirements for graduation are a joke. They should push the student - not let him slide, a High School diploma is not for everyone and everyone should not continue through HS and waste my time and our money.

It's rare to get an instructor to return a parents phone call. During my junior year, I had a chemistry instructor who was the best teacher I've ever had. She got her students to overcome their fear of this science & to apply it to the real world. To those who applied themselves, attended her 6:00 am study sessions or just asked questions recieved high grades. We got very high marks on the standardized science test.

If a student is in a honors program, the extra money and attention is focused on them. The majority of my teachers seemmed to be bored with the curriculun they were teaching, they appeared unmotivated and I felt unchallenged.

During high school I had no support from my school counselor, teachers, principal. The teachers at my high school do not go step-by-step with you when giving a assignment, they just tell you to do it. It you fail It's b-cuz you didn't read the instructions good enough. The only reason why I stayed in school was b-cuz I was determined to make something out of myself.

The teachers .. have been teaching so long they don't accept change in people. They just teach, they don't help or try to relate to people. Find teacher's who have personalities, not just master degrees!

Teachers need some inventiveness and to be more flexible with their teaching material (i.e. books, films).

Get new teachers that want to teach, not just get paid.

High school as a whole was good in preparing me for college and the future. I was, although, very disappointed with some of my teachers. I can think of at least three classes which were almost a waste of my time. The teachers were not excited nor seemed to care about us actually learning much. Please review the teachers' performance even if they are near retirement.

throughout high school I can say that only about 3 teachers that i had seemed really willing to teach me. All the others seemed to be waiting for their retirement checks or just didn't care (like it's was the only job they could find). In my opinion i feel that teachers should be evaluated each year. Not only by School Board, but by the students. If the students give a good responce to the teachers and are getting decent grades, that proble means the teaching coming across to the students. Too many teachers don't try and make it interesting for the students and feel that if the student wants to learn he'll do the work. But if the teachers don't care niether do the students. I wish i would have had more than 3 out of about 20 that cared if i learned.

There is a great need for good teachers in small high schools! I felt that some of my teachers either did not know the subject they were teaching that well or were not good at teaching students.

I feel [high school] is a babysitting service. High school is not realistic in understanding that above average kids need mental stimulation and to be treated like young adults - not over size kids. I was very bored in high school and lost interest in my Freshman year. I felt liked I wasted most of my time with so many teachers who were not interested in their profession or the students. The average student thinks only loosers become teachers - those who couldn't do anything but managed to become a teacher. I'm scared to think how far behind I must be compared with other students who may have gone to a good school - scared that maybe all schools don't care about us. Is everybody going through the motions?? Can I compete??

Teachers are reusing materials since the '70's.

The teachers were very up to date on teaching methods and materials.

I was not motivated in school, teachers did not encourage me to do my best. They expected me to fail, so I expected to fail. They expected me to drop out of school, but with the pass classes & summer school I graduated. I was very determined even when they told me I wouldn't graduate. Teachers encourage kids to drop out when the don't take the time, with kids that need extra help.

Schools need teachers who get along better with the students. Then the students wouldn't give the teachers such a hard time. And school needs to be made more interesting and teach more of life after high school.

Every teacher I had at [high school] took an interest in me and my life outside their classroom. All my instructors were supportive, encouraging and challenged me to think.

COMMENTS REGARDING COUNSELING:

My school needs to better assist students in finding a good school and the right one for them. They also need to help us get more financial aid. The counselors did not know anything in these two areas.

I don't feel that students are properly advised throughout high school. Most of all, they're not advised early enough, to make them realize how important high school is in the future. Most students find out about the system to college after it's too late, and they're locked into a permanent position.

I am now on my third college major and not by my choice. You see, no counselor prepared me for a career acceptable for a person with color blindness. I have gone from being a pilot to FBI agent & now not sure if I will

be accepted in a career as physical therapist. More attention needs to be paid to individuals & their handicaps! I think in high school there needs to be more counseling for every student. It needs to be more of a friendship so that each counselor knows what to do with each student.

I think higher education must be stressed among minorities. This encouragement should come from the teachers. In my high school, I know of a guidance counselor who advised some graduates not to continue w/ their education.

Some counseling on "How to get a good scholarship would have been very helpful. my school didn't give me any assistance in this area.

The honors classes at [high school] created a 5.0 GPA scale. Most students in the top 10% of the class had a 4.0 GPA or above. The counselors were not very supportive in helping students below a certain rank in finding scholarships or financial aid.

I also believe that the counseling staff was too small for a school of that size, and that in some classes they lacked the knowledge necessary to help their students apply to out-of-state universities and earn valuable scholarships. The importance of the PSAT as a key to hearing from colleges and scholarships was not emphasized nearly enough.

I thought the high school councelors were awful in preparing for the future or even in helping with personal problems. I wish I would have been informed on how to get into college, the grades I need for college & financial aid when I was a freshmen.

I find that people urge new high school graduates to attend community colleges and community colleges also urge you to you to attend them because they are prepatory for university studies. They don't bother to tell you that alot of classes won't transfer, or to go see and talk to an advisor. Because you're "new" you don't know better or enough to help yourself, these innocent mistakes end up costing you another year or two in college graduation. Fortunately I only wasted a semester at a community college. I say fortunately because of 15 credits only 3 transferred - What a waste of money for my parents. It could have been better spent here at the U of A.

Maybe every year they could get with the students and talk about what classes to take that would benefit the student. They need to stress the importance of what classes the college's look for. Maybe even make those classes required for graduation. (Algebra 1-2, 3-4, Chemistry) My first semester at G.C.C. was an exact copy of the classes at [high school] it was like a refresher. I believe it was a waste of my time and my money when I could have done it for free at [high school].

OTHER COMMENTS

I was in some classes where the teacher could not lecture, because the majority of the class did not speak English.

I think that High School students, especially those attending [high school], need to be well informed about AIDS & teenage pregnancy! A few of my friends & I would be <u>more than willing</u> to share our expeirences dealing with teenage pregnancy & sex. I think it would do some good to listen to our stories & to realize that teenage pregnancy is not a joke. Especially when the AIDS virus is spread so easily.

I just wish I had tried harder for even better grades & studied more! I found that the top "A" student almost always received the scholarships! And I wish I'd been one of those!

too many students per teacher I think if uyou lower class size the teacher would be able to do a better Job.

I went through all 4 yrs. there with not a teaching detecting I had a learning disability but the college knew the <u>3rd</u> day I was there!!

The school could be better equip. They need better supervision for there students. More aids for the special

education teacher for when they put 20 something to one class epecting her to work with each and every one.

I think the weighted grade system used by the [high school] District should be abolished. Too many students audit classes and don't take interest area classes because the grade won't be weighted. Plus, why should a student in honors classes get a 4.0 GPA with straight "B"'s and an average student only get 3.0 with the same grades?

The only problem I saw with the program was too many people go grades they didn't deserve. Some athletes would pass because they were athletes, but those people seldom had plans to go to college anyway. The school didn't show me too much of what it take to be successful in college.

When I became married and pregnant in the 11th grade my school had a program (home schooling) to help keep me aimed and progressing to recieve my diploma after I had my son. In the 12th grade I became pregnant again for a second time. The school that I attended had teachers who helped me to graduate.

The Tapp program was very beneficial for me and other girls in my situation. The schools should make an extra effort to maintain and improve this program. If it were not for this program who knows where I'd be right now!

I feel there are not enough programs available through high schools for Hispanics. There should be student encouragement programs for students who are not in danger of dropping out. More encouragement and enthusiasm is needed for these students. Perhaps a program where Hispanic students and financial-need base students could work together to graduate from high school. I also think it should be a requirement students learn the basic knowledge of computer use. Students who are not interested in a college education should be directed toward the vocational field.

Computer Education Money management Business/Personal Career Planning Time management Total quality management classes These are a few ideas that need to be improved or instilled in the learning processing stages.

I would have liked the opportunity to study more elective courses in order to get a broader introduction to numerous courses. The only way to give future students this chance would be to eliminate the daily study of such classes as sewing, cooking, metals, art, etc, and offer them only twice or three times a week.

I liked high school and all the educational activities provided. Most of the classes have really helped me in college. If I could change one thing it would be to bring God and prayer back into class activities to serve the majority & not the minority.

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